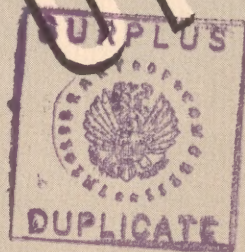


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GARY GROWS UP



**Story of a Cerebral
Palsied Child**

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GARY GROWS UP

Story of a Cerebral Palsied Child

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**CALIFORNIA
STATE DEPARTMENT
OF EDUCATION**

Sacramento, 1948

foreword

There is hope today for many cerebral palsied children. These children, commonly called spastics, suffer from lost or impaired muscular control. The disability may be severe or very mild. Lack of control may be in the arms, legs, tongue, speech mechanism, eyes, or hearing. Cerebral palsy is caused by injury to the brain during birth or by faulty development of the brain. Injury or diseases such as encephalitis or meningitis during the first years of life which produce scar tissue in the brain may also cause cerebral palsy.

Children suffering from cerebral palsy have been ignored and misunderstood through the years, largely because of inadequate scientific knowledge. This attitude is now changing. Today it is known that a majority of the cerebral palsied children are both treatable and educable. New methods of medical care, therapy, education, and guidance are all contributing to a newly justified hope for many of the cerebral palsied. Parents of these children have a right to hope that, given proper treatment and education, many will become well adjusted and independent. Under a long-time program of adequate and systematic training a large number can take their places in society as responsible and self-supporting citizens of the community.

In the State of California there are several sources to which the parents of the cerebral palsied child can turn for aid. It is the duty of the parents of such a child to find these sources and to make sure that he will be given every opportunity to overcome his handicaps. In so doing they will bring happiness into the life of the child and they themselves will have the joy of knowing that their child has been given a chance to become a successful and active member of his group.

The story of Gary, on the following pages, could be the story of any one of the hundreds of handicapped children who are being helped to greater independence by the State of California. It could be the story of any one of the many children who need that help.



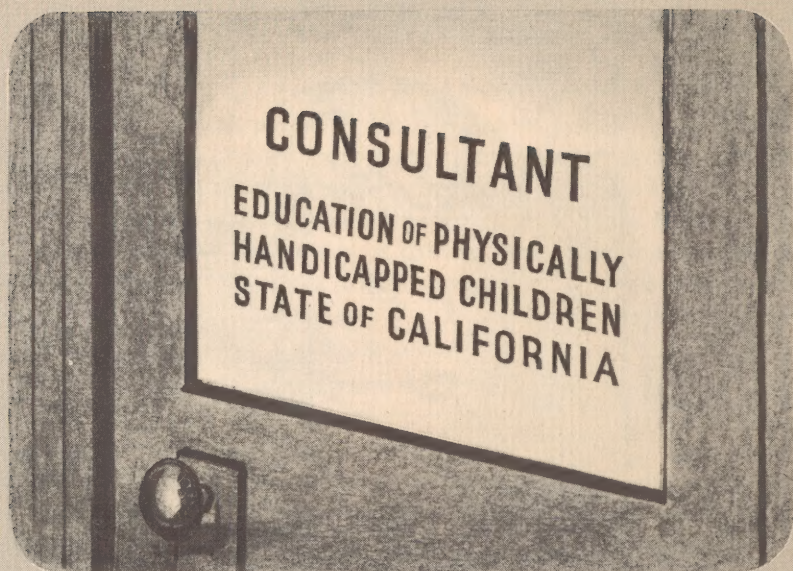
Ray E. Simpson

Superintendent of Public Instruction

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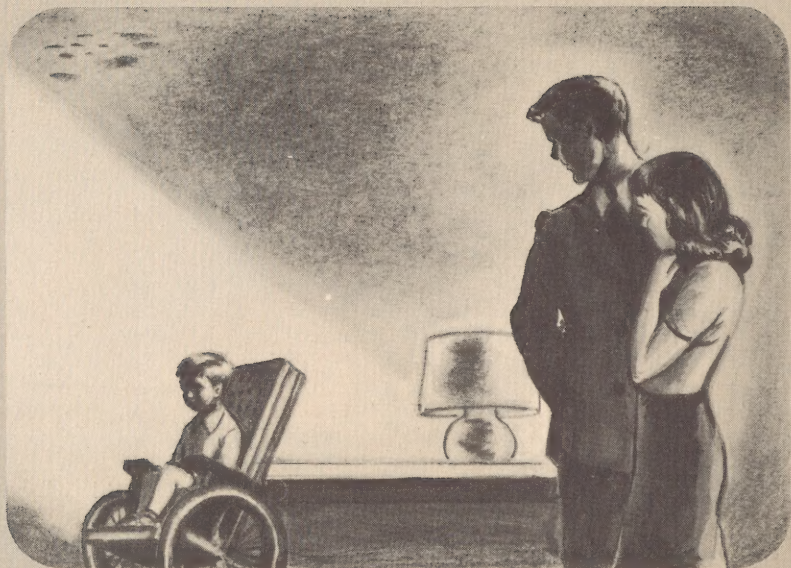
IN the State of California there are estimated to be between 7,000 and 10,000 cerebral palsied minors. Approximately three-fourths of these children have normal intelligence. Special adjustments must be made for many of these children if they are to develop normally and be able to take advantage of their American birthright—a public school education. Gary is one who could profit by a co-ordinated program of education and medical care such as California offers.



AS a result of legislation enacted by the California State Legislature in the year 1945 in behalf of the cerebral palsied, two consultants in the education of the physically handicapped are employed by the California State Department of Education. These consultants are responsible for assisting in the development of programs for the cerebral palsied in local communities and for assisting in the co-ordination of a state-wide program.



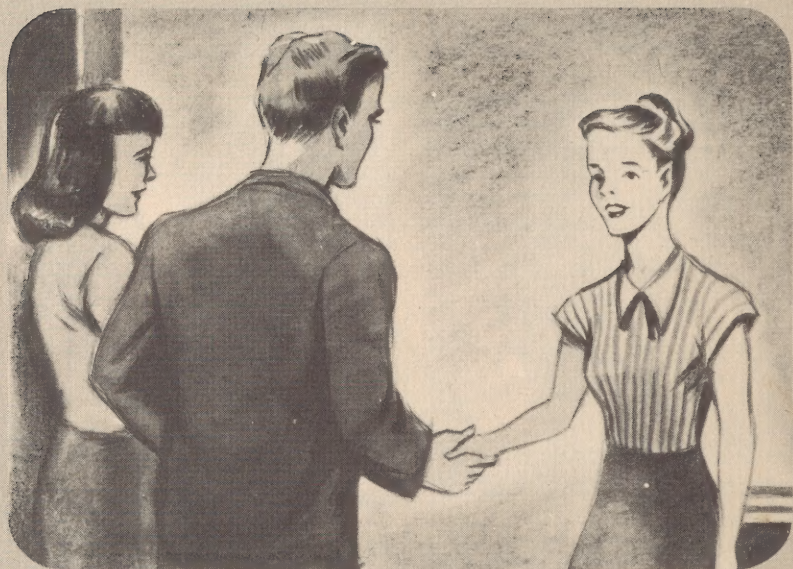
CONSULTANT service in education of the physically handicapped is provided by the California State Department of Education in both northern and southern California. The northern office is at Sacramento and the southern office is at Los Angeles. Through these offices consultation on the educational problems of the cerebral palsied is available to the people of California.



FOR three years Gary's father and mother have seen only the tragedy of their young son's life. They have not known of any way in which he could be helped. They have watched other children learn to walk, to talk, to feed and care for themselves, and become part of the neighborhood group. But Gary's progress has been painfully slow, so slow that they have almost given up hope that Gary will ever be anything but a chair-ridden cripple—a victim of cerebral palsy.



THROUGH a friend, Gary's parents have just learned that the State of California has a program for children like Gary. They go for advice to the office of the Consultant for Education of Physically Handicapped Children. There they are told that their son can secure certain services offered by the State of California. Specialists are available to tell them how much help Gary is likely to need. At first they are not very hopeful, but as they listen to the consultant, they begin to feel that perhaps, after all, there is a chance for their son.



GARY'S parents take heart as the consultant assures them that the majority of the cerebral palsied respond under skilled treatment. They are delighted to hear about the two state diagnostic and treatment centers and the residential schools for the cerebral palsied. The consultant explains further that in their own community there are special public day school classes for crippled children and that the Crippled Children Services will give Gary medical and health care. The parents are relieved to know that most cerebral palsied children do not need permanent institutional care but can live normally with their families.

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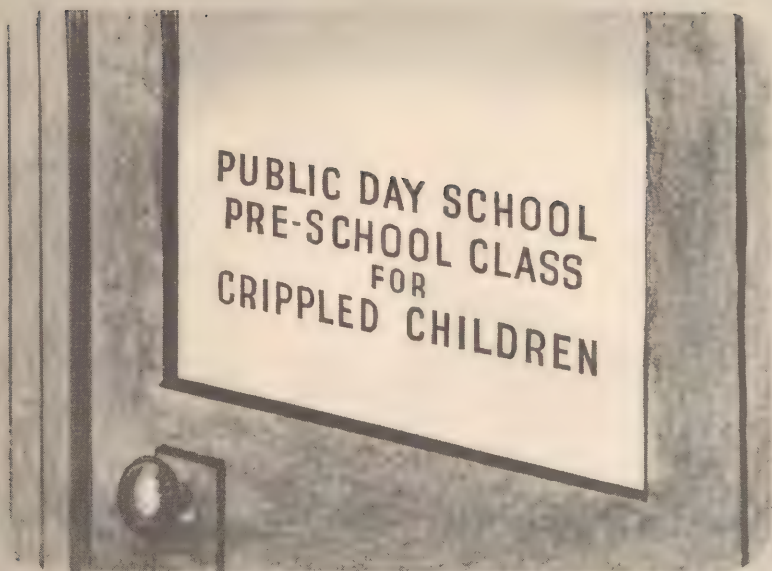
CRIPPLED CHILDREN SERVICES
COUNTY HEALTH DEPT.



HOPEFULLY, Gary's parents take him to the local clinic for crippled children conducted by the Crippled Childrens Services of the California State Department of Public Health in co-operation with the local health department. The State Crippled Children's Act which makes provision for this service is administered locally by health and welfare departments, and is maintained by local, state, and federal funds. A cerebral palsied child as a type of crippled child is eligible for services under this Act.



GARY is carefully examined by a physician. "There is no doubt in my mind," the physician tells the parents, "that Gary can be improved by treatment and education. He will need physical therapy and other individualized services over a long period of time. He can attend the public day school class for crippled children in his home community. Later he should be examined at the State Diagnostic and Treatment Center where we can get advice from cerebral palsy specialists."



GARY'S parents learn that public day school classes for crippled children are increasing in number in the State of California. Many of these classes are prepared to accept three-year-old children like Gary. Here the children participate in group activities and at the same time receive individual therapy and medical and health supervision. Special equipment, transportation when necessary, and individualized guidance are features of these classes.



GARY is carried by his mother into the schoolroom, where he is placed in a special chair. Here in the class for crippled children he meets others like himself. For the first time in his young life, he feels a part of a children's group. He is welcomed by the teacher and his new playmates accept him happily. His mother sees the frightened look in Gary's eyes give way to a new light of self-confidence. A surge of unbounded joy fills her heart as she watches him in his new-found world.



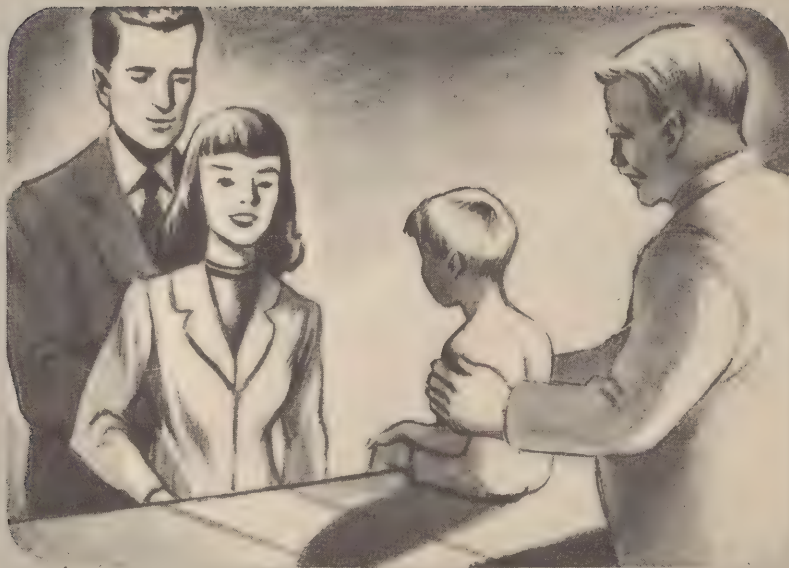
TIME passes rapidly in the special class. Gary makes friends with the physical therapist who gives him daily treatment in the public school class. He sees the other children, his age and older, as they grow and improve. The therapist helps him get the first principles of balance and will soon bring him to the lunch table with other children.



“NEXT week Gary can be examined at the California State Diagnostic and Treatment Center,” the medical social worker from the Center tells Gary’s father and mother. She encourages the parents in their delight, for she knows there is an excellent chance for Gary to improve still further. The father and mother talk excitedly to Gary about going to the Center where specialists will help him learn to walk, to talk, and to play with other children.



THE two state diagnostic and treatment centers (clinics) are maintained by the California State Department of Education. Any cerebral palsied minor residing in California is eligible for examination in one of these centers. The center serving the northern part of the state is at University of California Hospital in San Francisco and the southern center is at Children's Hospital, Los Angeles. These centers are staffed with physicians, therapists, psychologists, and social workers trained in the specialty of cerebral palsy.



I N the State Diagnostic and Treatment Center, the specialist assures Gary's parents that their son is both educable and treatable. He advised that Gary should continue at present in his home town public school class for crippled children and suggested that he would profit later perhaps by a few months in the California State Residential School for Cerebral Palsied Children.



AT home Gary continues to attend the class for crippled children, where he is guided by a trained teacher and receives physical therapy. His parents have been assured that as soon as space can be found in the California State Residential School for Cerebral Palsied Children he will be enrolled there to receive intensive training. They can already see much improvement in Gary's physical condition. They know that when he goes to the State Residential School he will receive continued attention from highly trained technicians. They hope his improvement will then be speeded up.



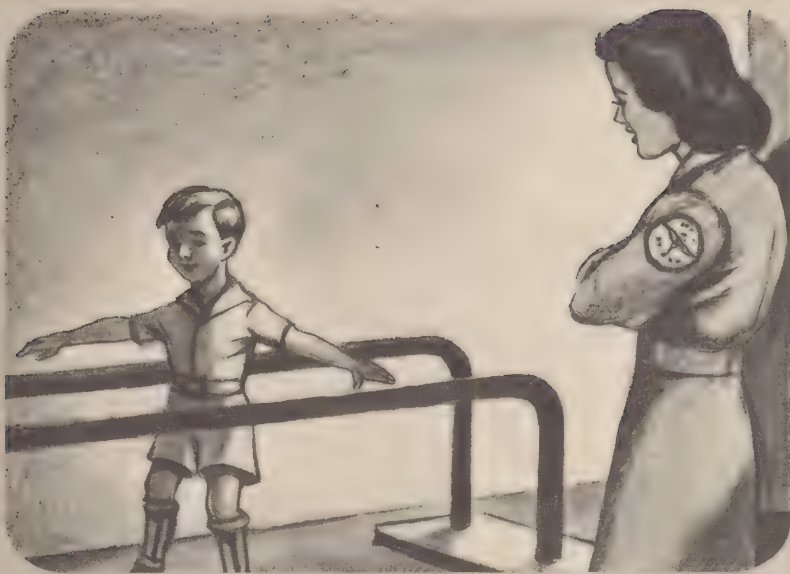
EVENTUALLY Gary goes away to the State Residential School for a few months. The California State Department of Education operates these for cerebral palsied children between the ages of three and twenty-one. Here they may have close observation, training, intensive medical treatment, and special schooling for the necessary period of time. These schools are at Redwood City and Los Angeles.



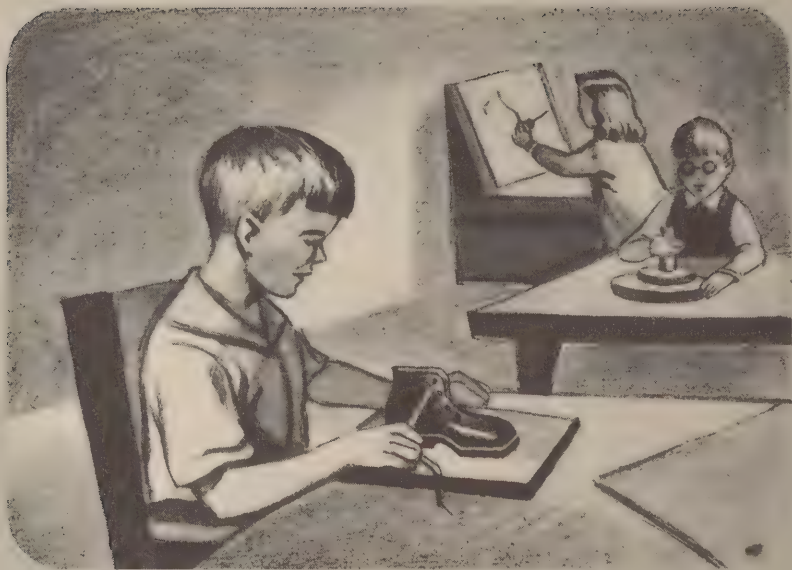
GARY needs a lot of help at first. Nurses or nurses' aides are always at hand to assist him in getting washed, helping him to dress, putting the proper braces on his legs, teaching him little by little to acquire techniques and gain confidence in himself. The children learn from each other and Gary soon begins to find new ways to help himself in meeting the demands of everyday life.



IN the State Residential School instruction is a part of the co-ordinated twenty-four hour program of health, education, and social activities. Trained teachers qualified to work with physically handicapped children plan the day's education program and adapt the work to meet the needs and the special abilities of the pupils, individually and in groups. The children grow happily in the systematic routine of the school. Social and emotional development is stressed along with physical and educational progress.



AFTER several months at the residential school Gary is actually able to balance himself for a few minutes without holding on to the parallel walking bars. He is learning how to relax, how to employ muscles which he has never used before. Five-year-old Gary smiles triumphantly at the therapist and his eager eyes ask a hopeful question. "Yes, you're going to begin to walk very soon, Gary," the therapist assures him.



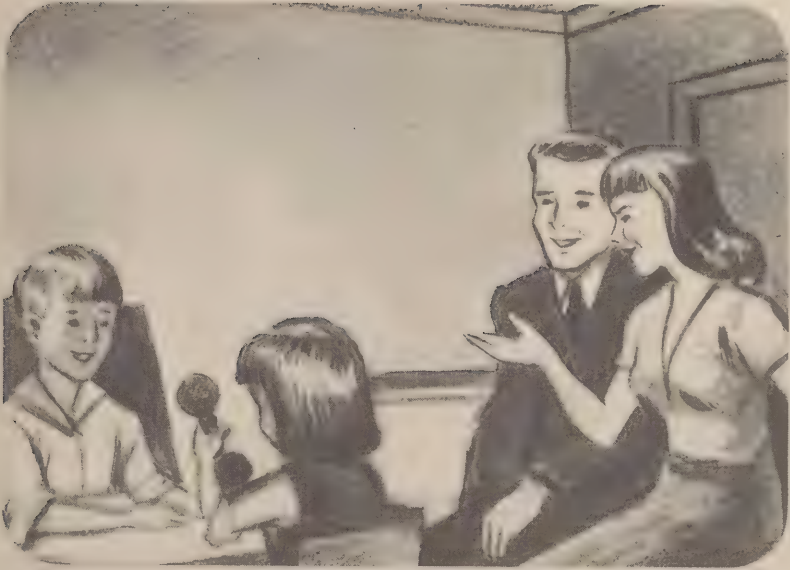
IN occupational therapy Gary is receiving muscle training, and gradually learning to do for himself. He has become much more relaxed and confident. Through his occupational therapy training he can now perform the daily task of putting on and lacing his shoes, dressing and undressing himself. He is thrilled at his newly acquired ability to make simple little gifts for his mother and father.



IN the dining room the occupational therapist helps him gain control of his muscles with the aid of special spoon holders, drinking cups, and other devices. His progress in all areas is steady. He shares and co-operates with other children and is making close friends. He sees other crippled children learning to walk and talks of the time when he, too, will be walking alone.



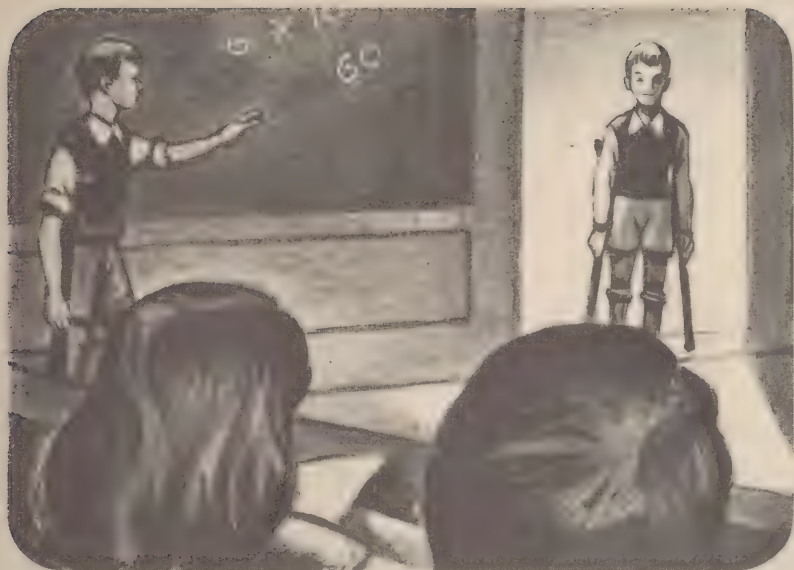
GARY is now ready to go home. Even though he will still need the help of therapists and specialists for a long time, he has made a good start toward independence and has acquired enough skill to make him eager for more. Everything that can be done is being done to make sure that Gary will continue to improve. His parents are told that recommendations for Gary's continued education and health care have been sent to the proper local authorities.



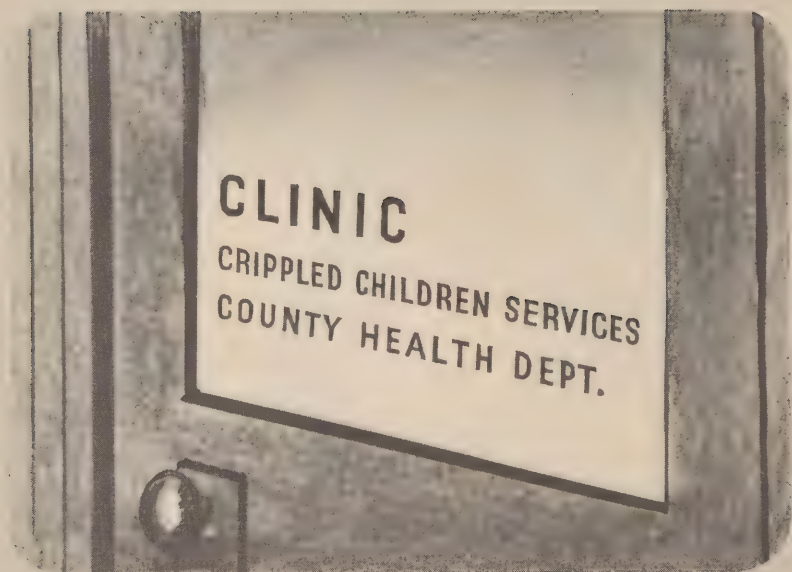
GARY is glad to be home for many reasons. He likes being with his mother and father again and now his little sister is big enough to play with him. Gary also looks forward to seeing his teacher and friends in the class for crippled children, and he can hardly wait to show them how much he has grown.



IN the special day school classes the children have happy, normal school experiences. Education, medical health, and therapeutic services are coordinated. These classes are a part of the regular public school system. Local boards of education may receive state funds to help defray the expense of such classes. Physical and occupational therapists are employed by the California State Department of Public Health and assigned to serve cerebral palsied children in such public school classes.



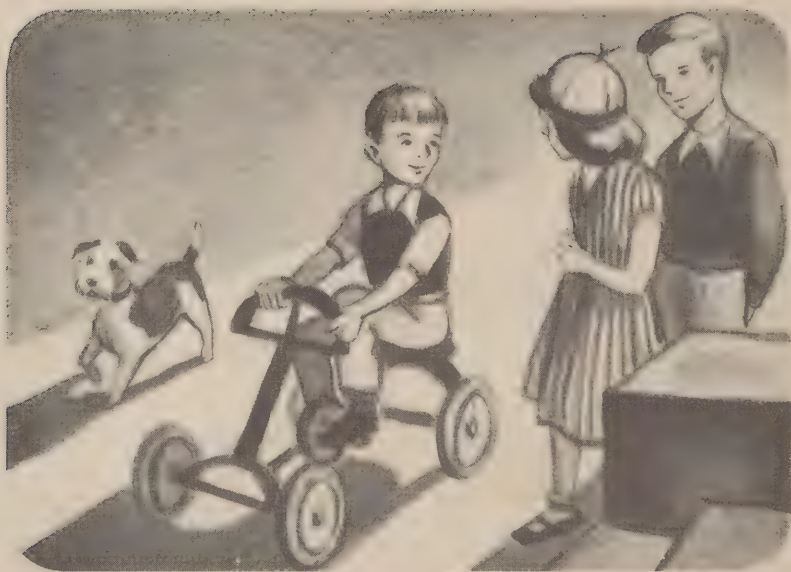
UPON his return to the class for crippled children, Gary is greeted by the boys and girls he knew before he went to the state school. He still wears braces and walks with crutches, but he has learned to walk. Even more important is his improvement in speech and use of his hands. His former schoolmates of all ages congratulate him on the progress he has made and Gary is very happy.



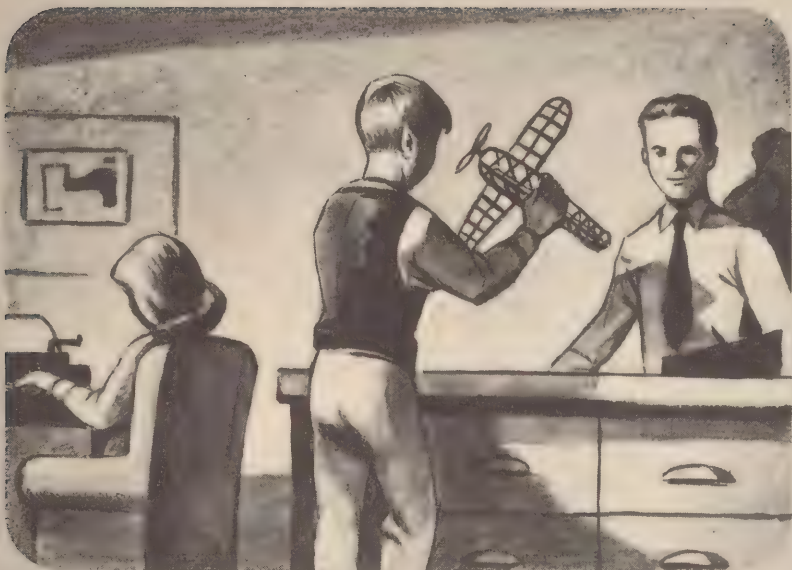
THE next three or four years are crowded with new experiences for Gary. He continues to report regularly to the Crippled Children Services clinic for his physical check-up. The State Crippled Children Services renders valuable assistance to cerebral palsied children like Gary. It is responsible for finding such children, for holding field clinics, for referring children to the California state diagnostic and treatment centers, for hospital treatment, for certain therapy and public health services, and for follow-up care.



GARY is now ten. As the physician at the Crippled Children Services clinic observes and notes Gary's progress, he devises new forms of therapy for his special case. The physical therapy treatments are continued in the class for crippled children, a part of the public school system in Gary's home town. More and more, Gary is learning to master his handicap and to meet the complicated demands of living with increasing assurance.



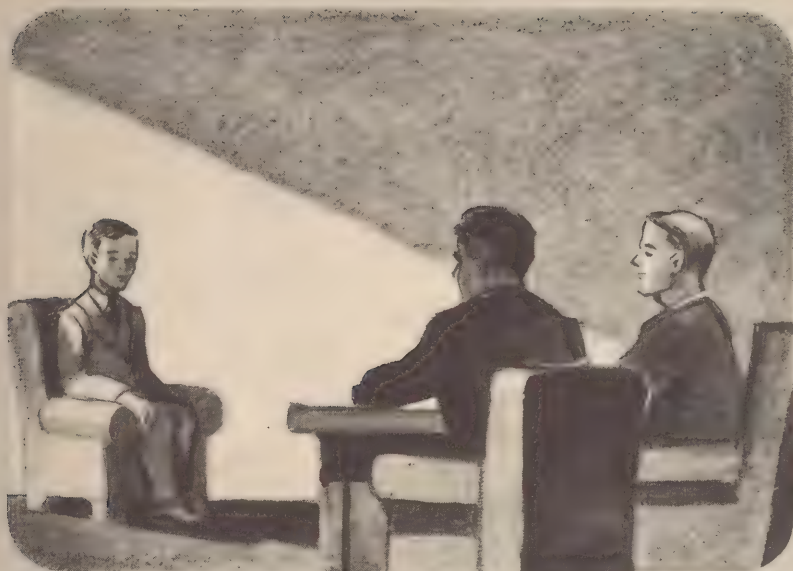
GARY can now take full care of his dog, Rusty. He can brush the dog's coat, and throw a ball for Rusty to retrieve. Some things are still hard for him to handle, but he has learned to pedal his own four-wheeled "auto-bike." He has many friends. As his mother watches him play with the other children, she is tremendously proud of her young son. He is making such gallant efforts to be like the others, and succeeding admirably.



AT the age of thirteen, Gary spends his last year in a special class. He can write with pen or pencil well enough for the needs of everyday life, and he has even learned to use a typewriter. He is particularly pleased because he can put together an airplane model with almost no help from anyone. Though he is soon to leave the special school to enter high school, Gary will continue his physical therapy regularly, and will go periodically to the clinic of the Crippled Children Services for a physical check-up.



IN high school Gary carries the regular courses and takes part in the group activities of his class. Upon the advice of his high school counsellor, he has a number of interviews with a vocational rehabilitation officer of the State Department of Education, who tests, counsels, and guides him into a vocational situation which suits his physical, mental, and temperamental assets.



WHEN he was growing up, Gary used to be afraid that he would never be able to be independent as were other people he knew. Now he is happy to know that the California State Bureau of Vocational Rehabilitation will counsel him and see that he receives training necessary to prepare him to earn his own living. He will have assistance in placement, too, and in making adjustments to his new position.



GARY has learned that many of the handicaps caused by cerebral palsy can be overcome. The help of physicians, therapists, and teachers has been necessary. Progress has been slow. It has taken determination, patience, and courage. Gary has shown that he has these qualities. Although he still has physical limitations, he is on the high road to independence.

acknowledgment

The fictitious story, *Gary Grows Up*, was developed through the contributions of a number of people. The generosity of Walt Disney and members of his staff, who contributed the art work and gave many valuable suggestions, made this publication possible.

Through the courtesy of Reese Halsey of the William Morris Agency the services of Peter Packer were secured for assistance in editing the script.

Bernard J. Lonsdale, Acting Chief, Division of Elementary Education, California State Department of Education, and Margaret Jones, M.D., Medical Director, California State Diagnostic and Treatment Center, contributed to the development of the project. Mr. Lonsdale assisted by reading the script, by suggesting additions to the narrative, and by arranging for publication. Dr. Jones examined both the script and the sketches in order to verify the accuracy of the story from a medical standpoint.

The authors wish to acknowledge their gratitude not only to the above named persons, but also to the many others in the State of California who have aided in the preparation of *Gary Grows Up*.

ROMAINE P. MACKIE

EVA G. HANSON

THE special services that helped Gary were made available to him through facilities provided by the people of the State of California. These same services are available to all educable and treatable cerebral palsied children in the State.

Facilities Available

Field Clinics

Conducted by the Crippled Children Services in local communities throughout the State

Cerebral Palsy Diagnostic and Treatment Centers

For northern California
University of California Hospital
San Francisco

For southern California
Children's Hospital
Los Angeles

Residence Schools for Cerebral Palsied Children

For northern California
Redwood City

For southern California
Convalescent Home
Children's Hospital
Los Angeles

Special Classes in the Public Schools

Provided by local school systems in many areas

Where to Obtain Information

On Educational Problems of Cerebral Palsied Children

In northern California

Consultant in Education of Physically
Handicapped Children
California State Department of Education
2722 L Street
Sacramento 16, California

In southern California

Consultant in Education of Physically
Handicapped Children
California State Department of Education
1003 Black Building
357 South Hill Street
Los Angeles 13, California



